



# EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON PREMENSTRUAL SYNDROME AMONG VIII<sup>TH</sup> STD IN SELECTED SCHOOL VALLALAR GURUGULAM HIGHER SECONDARY SCHOOL AT VADALUR

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## ABSTRACT

Pre-menstrual Syndrome PMS is a combination of physical, psychological, emotional or mood disturbances that occur after a women s ovulation & typically ending with the onset of her menstrual flow. A change in mood, behavior, appearance of some abnormal vague symptoms is often second half of the cycle but if the symptoms are severe enough to disturb life cycle of a women and require medical help. Between the age 25-35 years up to 8% of menstruating women report having one or more premenstrual syndrome. **Objectives:** To assess the pretest level of knowledge on premenstrual Syndrome among School Student. To assess the effectiveness of STP on premenstrual Syndrome among School Student. To assess the pretest level of knowledge with selected demographic variables. **Method:** Quantitative approach is selected. One group pretest and post-test, pre-experimental design was adopted for the study. The study was conducted at VIII<sup>th</sup> std students in Vallalar Gurukulam Hr.Sec.school at Vadalur. The population for the study was VIII<sup>th</sup> std students of Vallalar Gurukulam Hr.Sec.school, Vadalur. Total no of sample size is 30 students. Non probability, convenient sampling technique was used to select subject for this study. **Conclusion:** The total Post test mean score percentage of knowledge regarding premenstrual syndrome (71%) was greater than pre-test mean score percentage (37%) and it was highly significant at P<0.001 level. The total Post test mean score percentage of knowledge regarding premenstrual syndrome (71%) and (37%) and it was highly significant at P<0.000 level. The structured teaching programme was found to be effective in capturing the attention of the students in order to create awareness about pre menstrual syndrome.

**KEYWORDS:** premenstrual Syndrome, premenstrual dysphoric disorder.

## INTRODUCTION:

Puberty is the age at which the internal reproductive organs reach maturity usually between the ages of 12–14 years. This is called Menstruation. Menstruation is a normal physiological impact in each girl's life. NATU Says symptoms which occur during 1 week before menstruation are collectively known as premenstrual syndrome. Etiology of these disorder remain uncertain.

The most common physical symptoms are fatigue, breast tenderness, acne and appetite changes with food cravings. For some the physical pain and emotional stress are severe enough to affect their daily lives. Regardless of symptoms severity, the signs and symptoms generally disappear within four days of the start of the menstrual period for most women. But small number of women with PMS have disabling symptoms every month. This is called premenstrual dysphoric disorder

## NEED FOR STUDY:

Pre-menstrual Syndrome is most common in women, but now a days pre – menstrual syndrome occur half of early puberty. Almost 85% of American women & girls experience premenstrual Syndrome. About 5% of these women are disabled by premenstrual Syndrome due to the extremely severe Syndrome. The Suicide rate for patient with depression are more likely to experience premenstrual Syndrome Symptoms. In Rural or Slum area, almost Urban area, school girls & adolescents are lack of knowledge and not aware of premenstrual Syndrome Symptoms. In India, 5 - 6 % of school student would affect the premenstrual Syndrome. These facts show that premenstrual syndrome is a widespread condition that can involved 4% abdominal bloating as PMS. This study will helpful for school student to improve knowledge, awareness manage PMS.

## OPERATIONAL DEFINITION:

**Assess:** refers to measure the knowledge of students regarding premenstrual syndrome.

**Effectiveness:** refers to gain in knowledge determined by significant difference in pre-test and post-test level of knowledge score regarding pre-menstrual syndrome among the school student that can be measured quantitatively.

**Structured teaching programme:** refers to systematically planned group instruction by lecturer cum discussion method designed to provide information regarding pre menstrual syndrome.

**Premenstrual syndrome:** refers to physical and emotional symptoms that occur in one or two weeks before a women's period.

**Student:** A student is a learner who attends on educational institution.

## OBJECTIVES:

1. To assess the pretest level of knowledge on premenstrual Syndrome among School Student.

2. To assess the effectiveness of STP on premenstrual Syndrome among School Student.
3. To associate the pretest level of knowledge with selected demographic variables.

## HYPOTHESIS:

- **H1:** There will be significant difference in the level knowledge among school students.
- **H2:** There will be significant difference between the levels of knowledge with selected demographic variables

## METHODOLOGY:

One group pretest and posttest, pre-experimental design was adopted for the study.

**Population:** The population for the study was VIII<sup>th</sup> std students of Vallalar Gurukulam Hr.Sec.school, Vadalur.

**Sample Size:** Total no of sample size is 30 students.

## Description of the tools:

The tool consists of 2 selection i.e., section A and B.

**Section-A:** It consists of demographic variables such as age, education, religion, socioeconomic status, hyper of offering. This was used to collect baseline information.

**Section-B:** It consists of do items of multiple choice questions on Pre-menstrual syndrome.

## RESULT AND DISCUSSION:

**Table 1: Frequency, distribution and percentage of level of knowledge regarding premenstrual syndrome.**

Level of knowledge	Score			
	Pre test		Post test	
	F	%	f	%
Inadequate	28	93.3	5	16.7
Moderate	2	6.7	12	40
Adequate	0	0	13	43.3
Total	30	100	30	100

Table 1: show that in pretest 28(93.3) had inadequate knowledge, 2(6.7) had moderate knowledge and none had adequate knowledge. in post test 5(16.7q)

had inadequate knowledge, 12(40) had moderate knowledge and 13(43.3) had adequate knowledge.

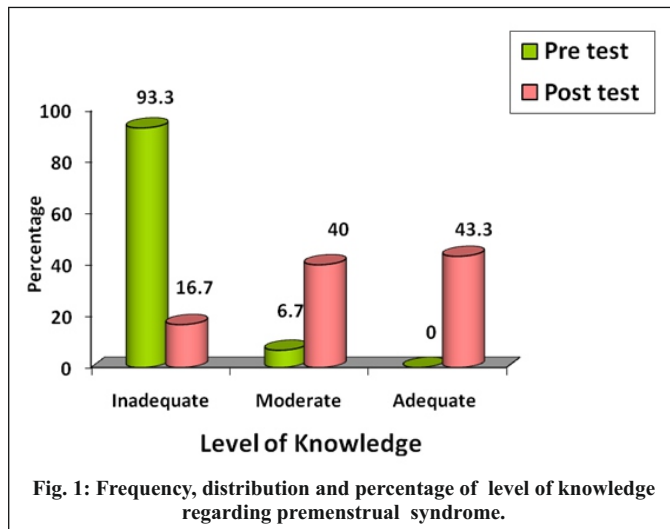


Fig. 1: Frequency, distribution and percentage of level of knowledge regarding premenstrual syndrome.

Table 2: Paired 't'-test to assess the effectiveness of structured teaching programme on knowledge regarding premenstrual Syndrome among VIII<sup>th</sup> Std in selected school

Knowledge	Pre test		Post test		Difference in mean	t-value	p-value
	Mean	SD	Mean	SD			
Overall	7.33	2.29	14.27	3.52	6.93	9.98	P<0.001***

$p<0.05$ —significant, \*\* $p<0.01$ , \*\*\* $p<0.001$  highly significant

Table 3: Association between pre test level of knowledge and selected demographic data.

S. No	Demographic variables	Inadequate		Moderate		Adequate		$\chi^2$	p-value
		f	%	f	%	f	%		
1	<b>Age (in years):</b>								
	11-12	8	26.7	0	0	-	-	2.8	0.246
	13-14	11	36.7	2	6.7	-	-	(df=2)	NS
	15-16	9	30	0	0	-	-		
2	<b>Religion:</b>								
	Hindu	16	53.3	0	0	-	-	2.86	0.24
	Christian	4	13.3	1	3.3	-	-	(df=2)	NS
	Muslim	8	26.7	1	3.3	-	-		
3	<b>Socio-economic status:</b>								
	Low	7	23.3	1	3.3	-	-	1.014	0.602
	High	8	26.7	0	0	-	-	(df=2)	NS
	Medium	13	43.3	1	3.3	-	-		
4	<b>Height:</b>								
	110-120cm	5	16.7	0	0	-	-	1.64	0.441
	121-130cm	15	50	2	6.7	-	-	(df=2)	NS
	131-140cm	8	26.7	0	0	-	-		
5	<b>Weight:</b>								
	30-35 kg	7	23.3	0	0	-	-	2.802	0.246
	36-40 kg	10	33.3	0	0	-	-	(df=2)	NS
	41-45 kg	11	36.7	2	6.7	-	-		
6	<b>Menarche:</b>								
	11-12 days	9	30	1	3.3	-	-	0.701	0.704
	13-14 days	7	23.3	0	0	-	-	(df=2)	NS
	15-16 days	12	40	1	3.3	-	-		
7	<b>Period of menstrual flow:</b>								
	3 days	6	20	0	0	-	-	0.61	0.736
	5 days	13	43.3	1	3.3	-	-	(df=2)	NS
	6 days	9	30	1	3.3	-	-		

\*- $P<0.05$ , Significant and \*\*- $P<0.01$  & \*\*\*- $P<0.001$ , Highly significant

Table 4: Association between post test level of knowledge and selected demographic data.

S. No	Demographic variables	Inadequate		Moderate		Adequate		$\chi^2$	p-value
		f	%	f	%	f	%		
1	<b>Age (in years):</b>								
	11-12	1	3.3	3	10	4	13.3	5.81	0.213
	13-14	4	13.3	6	20	3	10	(df=4)	NS
	15-16	0	0	3	10	6	20		
2	<b>Religion:</b>								
	Hindu	2	6.7	7	23.3	7	23.3	1.49	0.827
	Christian	1	3.3	1	3.3	3	10	(df=4)	NS
	Muslim	2	6.7	4	13.3	3	10		
3	<b>Socio-economic status:</b>								
	Low	1	3.3	2	6.7	5	16.7	3.86	0.426
	High	2	6.7	2	6.7	4	13.3	(df=4)	NS
	Medium	2	6.7	8	26.7	4	13.3		
4	<b>Height:</b>								
	110-120cm	1	3.3	3	10	1	3.3	2.27	0.686
	121-130cm	2	6.7	6	20	9	30	(df=4)	NS
	131-140cm	2	6.7	3	10	3	10		
5	<b>Weight:</b>								
	30-35 kg	0	0	3	10	4	13.3	8.91	0.063
	36-40 kg	1	3.3	2	6.7	7	23.3	(df=4)	NS
	41-45 kg	4	13.3	7	23.3	2	6.7		
6	<b>Menarche:</b>								
	11-12 years	1	3.3	3	10	6	20	2.32	0.676
	13-14 years	2	6.7	3	10	2	6.7	(df=4)	NS
	15-16 years	2	6.7	6	20	5	16.7		
7	<b>Period of menstrual flow:</b>								
	3 days	1	3.3	2	6.7	3	10	0.93	0.921
	5 days	3	10	5	16.7	6	20	(df=4)	NS
	6 days	1	3.3	5	16.7	4	13.3		

\*- $P<0.05$ , significant and \*\*- $P<0.01$  & \*\*\*- $P<0.001$ , Highly significant

## CONCLUSION:

The following conclusion were drawn from the finding of the study. The subject had moderate knowledge on premenstrual syndrome in pre-test. The structured teaching programme was found to be effective in capturing the attention of the students in order to create awareness about pre menstrual syndrome. The total Post test mean score percentage of knowledge regarding premenstrual syndrome (71%) was greater than pre-test mean score percentage (37%) and it was highly significant at  $P<0.001$  level. The total Post test mean score percentage of knowledge regarding premenstrual syndrome (71%) and (37%) and it was highly significant at  $P<0.0001$  level.

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